Karin Garcia

Lesson Plan #1

Serina- 3rd grade

3/24/13

Kary Johnson

**Objectives:**

**Science Objectives and Related TEKS:**

(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:

(F) communicate valid conclusions supported by data in writing, by drawing pictures, and through verbal discussion.

(10) Organisms and environments. The student knows that organisms undergo similar life processes and have structures that help them survive within their environments. The student is expected to:

(A) explore how structures and functions of plants and animals allow them to survive in a particular environment;

**ELA Objectives and Related TEKS:**

1. Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:

(v) vowel digraphs and diphthongs (e.g., ei-ther);

(2) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:

(A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions;

(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text;

(3) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

(B) develop drafts by categorizing ideas and organizing them into paragraphs;

(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience;

(19) Writing. Students write about their own experiences. Students are expected to write about important personal experiences.

**Activities:**

1. Reading Comprehension
2. Guided Reading Level K book, *“Animals, Animals”* Cheryl Ryan
3. Word work over silent ‘e’ and vowel digraphs and diphthongs with magnetic letters and dry erase board
4. Play Boggle Jr. and write down words we come up with
5. Reading Fluency
6. Buddy Reading/Echo Reading, *“Leo the Late Bloomer”* Robert Kraus
7. 1 minute timed reading/graph
8. Written Communication:
9. Talk about a story about a favorite animal and brainstorm ideas
10. Switch off writing sentences in the story
11. Start ongoing reciprocal journal letters between teacher and student

**Materials:** *Animals, Animals*, *Leo the Late Bloomer,* dry erase board, marker, magnetic letters, Boggle Jr., pencils, pens, paper

**Evaluation:**

* Teacher observation/anecdotal records on lesson plan for reading comprehension and fluency
* Rate and accuracy from 1 minute timed reading of *“Leo the Late Bloomer”*
* Story brainstorming and writing complete sentences